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ABSTRACT

Chapter 1 of this monograph dealing with basic physical education instruction programs traces the history of physical education in colleges and universities from 1885 to 1985. Physical education programs became strongly entrenched within the higher education curriculum with the sanction of college administrators who recognized a responsibility to college students for their physical health as well as their mental growth. The changing emphasis in the physical education curriculum from formal health-oriented calisthenics to programs offering development of lifetime sport skills is discussed, as well as the societal pressures that brought about these changes. In chapter 2, the current status of the basic instruction program in physical education in institutions of higher education in the United States is described. A discussion is presented on the problem of whether the physical education program in a college or university should consist of required or elective courses. Questions on tenure for physical education faculty, financing the athletic program, credits given toward graduation, and the general design of the physical education program are also considered. The final chapter offers reflections on the future of physical education on college campuses. It is pointed out that at present there is no consensus on the goal-orientation of physical education programs. The future direction of physical education may either be toward developing skills for the enjoyment of individual lifetime sports, or toward an emphasis upon health education and physical fitness. (JD)

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Contents

Chapter 1 History of the College Basic Instruction Program by Peggy Stanaland..... 1

Chapter 2 The Status of Basic Instruction Programs by R Thomas Trimble and Larry D. Hensley..... 38

Chapter 3 The Future for Physical Education on the College Campus: Some Thoughts and Suggestions by Dave Watkins..... 75

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Laurie Priest
Marymount University

CHAPTER 1
HISTORY OF THE COLLEGE BASIC INSTRUCTION PROGRAM, 1885 - 1985

Any attempt to compile an orderly account of the story of basic physical education in colleges and universities brings to light immediately numerous questions that may have to go unanswered. Was physical education required every where? Was credit given? Was it essential to graduation? What was or how was physical education defined? Was a brisk walk equated with gymnasium exercises and thereby sufficient to count for physical education? Who were the instructors? What were their qualifications? Was the requirement limited to a few outstanding or famous colleges, or was it that the more outstanding and famous were more vocal in their commitment? Who were the real supporters and thereby promoters and perpetrators of the notion that exercise was good for the body of the college student?

A one-hundred year story of diverse programs in colleges throughout the nation will overlook many details. Any attempt will, in all probability, omit favorite chapters of some, touch lightly portions that would have been treated in depth by others, and even treat profanely a time-span demed almost sacred by still others. This chronicling of physical education was both like Topsy ("it just growed") and the tough piece of steak ("the longer you chew it, the tougher it gets").

Jesse Stuart, the beloved poet of Kentucky, entitled one of his books The Thread That Runs So True, a phrase based on a traditional play-party and courting rhyme: The needle's eye, it doth supply The thread that runs so true. . . .

The thread that runs so true is the underlying theme chosen for this presentation. From 1885 to 1985, physical education for the general presentation has been a persistent part of college programs all over the country. The presence of phusical education in some form cannot be left out of any history of higher education. It has been a thread that runs so true. Physical education for the college student has been committed to by physical educators, sanctioned by administrations and fulfilled by students.

As the path of basic physical education over the past one hundred years has been examined, an awareness of its dogged persistence over the time line has been apparent. Physical education came to college, stayed in college and never, like the unruly pupil, was expelled. Thus, in viewing that persistence, there emerged three forces that seemed to hold this thread in place: commitment, sanction, and fulfillment: (1) Commitment of physical educators to something they steadfastly believed in; it was commitment to a purpose, a mission, a raison d'etre. (2) Sanction by college administrators who early recognized their responsibility to the college students for their physical health as well as their mental growth. (3) Fulfillment by the students

themselves, those who composed the classes. Without their participation and their consistent, positive attitude through the years toward the values of exercise, physical education may well have died on the vine prior to 1885.

Without commitment, sanction, and fulfillment, one would probably not be seeing today archery, aerobics, badminton, basketball, scuba diving, fencing, jogging, handball, judo, golf, modern dance, skiing or volleyball and the list goes on and on. Physical education could still be back in the dark ages of the 19th century. Suffice it to say "Physical education--you've come a long way, baby."

1885. Ah, yes it was a good year. Grover Cleveland was president. Civil War generals Grant and McClellan died that year. The National Women's Christian Temperance Union objected to wine at communion services. The Republicans suffered some defeats in the November election. Cockfighting was legal in Kentucky. England and Ireland were not getting along. The price of the New York Times was two cents. Ah, yes, 1885, it was a good year. The American Association for the Advancement of Physical Education was born, and physical training was recognized as an integral part of collegiate endeavors. The gymnasium movement was off the ground and physical education was alive and well.

Without question, in this 1885 period, the scientifically inspired program of exercise of Dudley Sargent found its way into the college physical education program of the early decade. By his own admission in his 1889 Boston Conference paper, he claimed the existence of his system (at that time) in over 350 institutions--including colleges as well as athletic clubs. His system included a medical history of each student, the student's measurements, photographs of the student and an individually prescribed program of exercise using apparatus designed by Sargent. The program was aimed at self-improvement rather than competitive improvement.

Writers interpreting the early years of physical education in the U.S. have consistently given Sargent credit for a significant contribution to college physical education. Among these credits were:

1. His careful attention to physical education, testing, and measuring.

2. His act of sharing his machinery ideas with others.

3. His carefully contrived system for helping young people achieve that "firmness of muscle" and that "uprightness of figure through exercise."

Let the record show the Sargent influence was there and prevailed on into the 1980's. The exercise that Sargent called "gentle running" is now called "jogging" by untold numbers of exercise enthusiasts.

In his own words, perhaps Sargent championed the cause of basic physical education when he wrote in 1889: "Some of us believe it is more to the credit of a university to have one hundred men who can do a creditable performance in running, rowing, ball playing, etc. \sic}, than to have one man who can break a record or a team that can always win the championship.

"The real aim of the gymnasium is to improve the physical condition of the mass of our students, and to give them as much health, strength, and stamina as possible, to enable them to perform the duties that await them after leaving college" (Weston, 1962, p. 116).

The decade and a half from 1885-1900 was a period of fulfillment or implementation of the "gymnasium movement." Physical activity classes abounded in newly created departments of physical culture or physical education in many parts of the country. Men's departments and men's programs seemed tp precede the establishment of women's departments and women's programs. The physical examination was a pre-requisite for gymnasium work and anthropometric measuring and the Sargent influence were prevalent. The activities taught tended to be "gymnasium exercises." To the contemporary physical educator these exercises would have resembled calisthenics.

Writing in 1885 for the Journal of Social Science, Hitchcock stressed general body development and maintained that swinging light dumbells to music for twenty consecutive minutes may be called gymnastics or calisthenics or whatever--it is the same (Hitchcock, 1885).

Leonard, writing in Popular Science Monthly in 1898 says there were corrective exercises, Indian club swinging, apparatus work, some type of military drill, and memorized drills with light apparatus (Leonard, 1898).

Men's programs had limited instruction in fencing, boxing, some wrestling and swimming. Sports, individual and team, were conducted out-of-doors and were generally student led. Whereas exercises were conducted in the gymnasium and were faculty led. The exercise program was usually "required." The sports program was usually voluntary.

This notion is supported by Davis in his description of Athletics at the U.S. Military Academy. He said that in the training of a soldier at the academy, more emphasis was given to the gymnastic part of the curriculum. He further contended that prior to 1890, the academy made little effort to foster any interest in the cadets' participation in sport and recreational activity. In fact, academy regulations were a real deterrent.

Davis makes it quite clear to me that women were not the only ones hampered in their participation in activity by clothing. "If tennis were to be played, it had to be in dress coats, and a cadet was punished for having two buttons of his coat unbuttoned while engaging in a game of baseball in the parade ground" (Davis, 1902:384).

There appeared to be a formality to drills, calisthenics, setting up exercises and an en masse participation that twentieth century physical educators find distasteful. Nonetheless, it was effective for our 19th century counterparts. They made the physical education requirment stick, with or without credit, and had the continued blessing or sanction of college administrations.

It would be difficult to say that physical activity and even sports were largely a male domain in colleges and universities in 1885. Women's colleges had taken an equal interest in the physical welfare of their students. The final granting of the baccalaureate degree to women by Oberlin College in 1841 led to the inevitable growth of colleges for women. Fortunately, the leadership of these early efforts in higher education for women was concerned with the health of college girls, and believed in programs of exercise for them. Woody stated that the early proponents of higher education for women provided physical education to help the frail bodies of the female. This in some measure assuaged the antagonism of those who felt that the strains and rigors of college life would be too much for young women. A gymnasium was usually one of the earlier buildings provided by neophyte women's colleges (Woody, 1929:116-117).

Smith, Wellesley, Bryn Mawr, Randolph-Macon, Barnard, Vassar, Radcliff, Mt. Holyoke were among the leaders of those who sanctioned physical education as an essential part of a women's college training.

In an 1885 treatise on physical education in women's colleges Mrs. R.S. Bryan wrote that if a gymnasium is to be a part of women's colleges (and, indeed, that fact was pretty well established by that time), then colleges should "demand that enforced attendance in the gymnasium be founded upon the needs of the individual." She firmly held that gymnasium time should be subtracted from enforced study time.

She further maintained that "a certain physical standard be made a necessity for matriculation" implying that physical education should begin in childhood and not wait until the college years. In this, she dared differ a little with the venerable Hitchcock. She contended that if young men and women came into college healthy and with "an assured physique in their favor" they should not need an extensive course of routine gymnastic work to keep them in tone. Hitchcock, at that same time said that colleges were obliged to maintain the good health the young men brought in with them.

Nevertheless, Bryan was kicking against the traces a bit. During the 1880's decade and early 90's, the required program for women was still not far from calisthenics and Catherine Beecher exercises. Bryan strongly suggested "voluntary athletic work in the gymnasiums and in out-door sports as recreation."

In writing about physical culture at Wellesley in 1892, Shaw observed that it was the "duty of colleges to improve the physique and general health of students" (Shaw, 1892:547). At Wellesley there was a three hour per week of instruction in the gymnasium required of all freshman. The observation was made, however, that colleges kept copious records for four years on students' intellectual development but virtually none on care and improvement of their physical health. Shaw contended that physical education should be required from the "date of their entrance to the date of their graduation with adequate applicances and facilities provided" (Shaw, 1892:549).

Physical culture seemed to be a regular part of the college program for women in the 1880's consisting largely of gymnasium exercise. The regimen was as a rule three hours per week plus an hour of activity in the out-of-doors whether in the form of a mile walk or sport activity. Swimming instruction was generally expected, even in the small pools, tanks or both tubs that were usually a part of the facilities. Given the size and conditions of the pools, it was not surprising to learn that many probably passed their swimming test with one foot on the bottom.

Apparently the gymnasium in women's colleges was a multi-purpose facility. There was no "babying" of the gym floor when the floor was used for such things as pageants, dances, dramatic presentations, and receptions.

In the 1890's women's programs, like men's, apparently gave only limited instruction in the sports--tennis, golf, rowing, archery, fencing. They were largely student conducted and voluntary.

But there was no stemmming the tide of interest in sport for the college student--male and female in 1890's on into the twentieth century. Basketball certainly made its contribution. The popularity of sports, particularly as evidenced by men's collegiate athletics, however organized or unorganized, spurred the acceptance of sports instruction into the curriculums. Students quickly learned that a vigorous workout was possible via sports activities and that these activities were infinitely more enjoyable than routine gymnastics.

Although the turn of the century may have ushered in the popularity of sports and games in basic physical education, gymnasium exercises still had a rather firm hold on both the practices of college in many parts of the country and the thinking of the early leaders of the physical training movement.

Just as women gymnasium directors and chairs of women's departments of physical education in the 30's and 40's were reluctant to turn loose of pageants and play days in favor of extramural, varsity sports for women, so the exercise proponents of the 1890's were reluctant to turn it all over to sports and games. Anderson wrote in 1905: Exercise gives the "sense of well-being that comes to the 'all-round' man (person) whose body and mind are equally sound and alert--the condition that makes 'seventy years young' better than 'forty years old'" (Anderson, 1905:487).

Lee maintained that even in the 1910 period gymnastics was still the "meat and potatoes of physical education programs." There was German gymnastics for the men and Swedish gymnastics almost exclusively for the women at the college level (Lee, 1977:129-130).

As "Maine votes, so votes the nation." As private colleges-- or at least the prestigious ones--go, so go the others. Much of the early description and accounts of physical training has come from private schools. As a general rule, programs of physical education at state-supported institutions were patterned after the private colleges. Once a Department of Physical Education was established, state-supported institutions generally followed the lead of private colleges. The departments of physical education were almost always separate--one for men and one for women.

Activities of the first decade of the century increased in spite of the gymnastics exercise stronghold. Dancing, to include the jig, clog and soft shoe was introduced at Yale. Folk dancing, aesthetic and expressive dancing and clogging had already been a part of women's programs.

The inclusion of sports in the basic physical education program at this time poses a bit of an enigma. Without question, writers cite the inclusion of sports, especially outdoor sports at this time. Yet, most seem to indicate that they were expected but were on a voluntary basis. There did not seem to be a great deal of faculty instruction, although some sources, indeed, lead us to contrary thinking.

Lucy Eaton Hill's delightful publication of 1903 gives a kind of credibility to sport instruction for women that seemed to have a large following among collegiate women Directors of Physical Training like herself. Her publication, Athletics and Outdoor Sports for Women is completely illustrated with proper techniques of performance in a variety of activities including swimming, skating, rowing, golf, running, lawn tennis, field hockey, basketball, equestrianism, fencing, bowling and a variety of physical training at home activities, gymnasium work and dance.

In her introduction she is most supportive of these activities, as vital to the woman's total health and future physical well-being. She says that well-meaning opponents of athletics hold that "few women can work or play moderately, and if they once become absorbed in athletics, they will be prone to go beyond their strength and do themselves lasting harm."

"The only possible way we can change our strenuous opponents to ardent advocates is to conduct our athletics, both social and organized, on such a high plane of intelligence and control that there can be no ground for this disfavor. We hear constantly, of the 'abuse of men's athletics,' we should hear nothing but the use of women's athletics."

Sports and swimming pools, bloomers and the middy blouse were firmly entrenched in the college programs by the end of the first decade of the new century. Anthropometric measuring did not seem to consume a major portion of attention. However, posture for the women remained significant and folk dance gained prominence in college programs. According to Houston, the types of activities being emphasized in 1910-- at least on the distaff side--were archery, basketball, field hockey, track events and boating. The outdoor work may have been stressed, but indoor work still included club swinging, dum-bells and wands. With an increasing amount of rhythms, particularly through folk dance.

World War I, the same as all armed conflicts in our country both before and after 1917, had made its impression on physical education. This impression was reflected by a concentration on physical fitness. Young men were tested and found to be unfit to withstand the physical stamina likely to be demanded of the soldier. This invoked concern from many corners of human endeavor--the college physical education programs included. Both men's and women's programs included drills, marching, calisthenics. Men's programs, however were still heavy on gymnastics.

Physical education professionals were called upon to serve as consultants to the Armed Forces in the development of physical training programs. Military leaders came to recognize sports and games as valuable adjuncts to the total fitness program. When the war was over, colleges began to drop military drills as a part of or substitute for physical education.

In the 20's gymnasiums were built, staffs were hired to accommodate the required physical education of colleges and universities throughout the country. It must be pointed out here that with the expanding of facilities and facilitators in many parts of the country, there was also an expanding of ideas and ways of doing things. Diversity was beginning to make an impact. Different ways of thinking led to an increase of activities. It would seem reasonable to assume that instruction of sports and games in the classes was gaining ground. Sports were no longer just relegated to voluntary participation

on class teams.

This was particularly true with women. If any ten-year period may be suggested as offering greater changes and opportunities than another, it is that between 1915 and 1925. Team games found a place in scheduled classes. Dance was appearing in new forms, often culminating in the dance drama. Swimming was receiving attention. Election of activities from three or four general classifications allowed for individual differences. Outdoor facilities were expanded (Houston, 1939:185).

Influential women directors of physical education programs during the decade of the 20's (and for several ensuing decades) were outspoken adversaries of intense intercollegiate competition for women. Their vigorous denouncement of athletics had a positive effect on instruction and was surely, in some measure, responsible for diversity in activity and diligence of teaching. It did not appear that men's basic instructional programs contained the variety of offerings that was evident in burgeoning women's departments. Some perceived that the men's efforts were divided between coaching and teaching.

This was the beginning of a new era, for physical education, however. There was an increase in colleges and an increase in college students. (This same condition was to exist forty years later in the 1960's.)

The time was ripe for implementing the ideas of Wood and Hetherington. The natural program and the new physical education that they had postulated some fifteen years earlier was finding its way into the college basic instructional program. In the years after World War I when emphasis was away from mass drill toward individual needs and achieving social and moral values, programs began to reflect the emphasis. Writing in 1927, Keene said that the "new physical education is a concept of cooperation with other educational factors for complete living." The new physical education was designed to fit the student "physically, mentally and emotionally for the marvelous age of today" (Keene, 1927:417-418).

Storey wrote that the exercise programs were formal, informal, social, attractive, outdoor and indoor. "Today, there are comparatively few colleges and universities that are not awake to the values of physical exercise in required, elective, and voluntary programs. And the recog- nition of the essential importance of student interest of the spirit of play and of wholesome emotional expression dominates the plans and specifications of the best physical exercise programs throughout the educational system today" (Storey, 1926:31, 782-786).

Writing in Higher Education in America (1930), Allen concluded that physical education held a place in the college curriculum as an effective and valuable channel for the teaching of moral and ethical principles. In noting that the trend had been overwhelmingly toward

competitive play he stated that "athletics and games have become light bearers to the physical education program. They must be kept as a component part of physical education and college life" (Kent, 1930:562-599). And, indeed, they have been on in to the 1980's. Athletics has not remained as a component part--more like a controlling stock holder. In searching the professional literature for pictures to help tell the story of college physical education, this writer found a preponderance of illustrations of athletics, whether demonstrating a new piece of equipment, performing a skill or promoting a college program, the search was long and hard, however, to find good pictures of an instructional class in action. Photographers and writers seemed to find it more expedient to picture the elite performers. And they were far more attractive if they were in a uniform.

In describing a college program, in the mid-twenties, Brace supported the new physical education idea. His natural activities included general life activities (walking,stair-climbing and getting on and off street cars \a good activity today, only if you live in San Francisco}, athletic sports and games, individual and self-testing activities, self-defense \to include boxing, wrestling, and hand-to-hand self-defense--whatever that was}, and dramatic expression \that was his way of saying gymnastics, clog, social and folk dancing}). He was critical of college programs that stressed activities disliked by the students, and pointed out the popularity of students' participation in athletics (aside from physical education). This implied a deep interest in sports and games (Brace, 1925:202-207).

But the whole notion was not without its critics, at least on the surface. The cliche of "bored by gymnastics and interested in sports" brought on a "just the reverse" story from Halsey. The 1925 winter offerings at Iowa prompted about a third of the women to choose gymnastics. But the choice, to the 1980's person, appears obvious when given the alternatives: swimming (that meant wet hair and a time-consuming re-attiring): or winter sports (that meant outdoors in Iowa's dead of winter: or dancing (and if that meant aesthetic or modern, then the gymnastics exercises choice was a shoo-in!) (Halsey, 1925:490-496).

In a 1930 treatise, Sundwell was critical of the enthusiasm for sports and games. He said that the wave of new stadiums, bleachers for thousands of spectators and the concentration of the physical education staff on athletics in training and working with small groups had a negative effect on the total health of the college student (Kent, 1930: 552-553). This interest in performance, skill and competition was, however understandable, and it has prevailed on in to current years. It has been hard for educators to move away from those activities that exclude competition. For competition has been used as the motivator to performance, not just at the elite level. The gymnastic type exercises that were physical education in those early years are now thought to have been too artificial, too contrived, too mechanical for the free spirit that was engendered in Americans in the 1776 successful

revolution. Maybe because of gymnastics' heritage, brought to this country from elsewhere, it lacked the capacity for invoking decision-making on social and moral grounds that American education seemed to thrive on. Gymnastics exercises did not fully account for individual differences since everybody did the same thing.

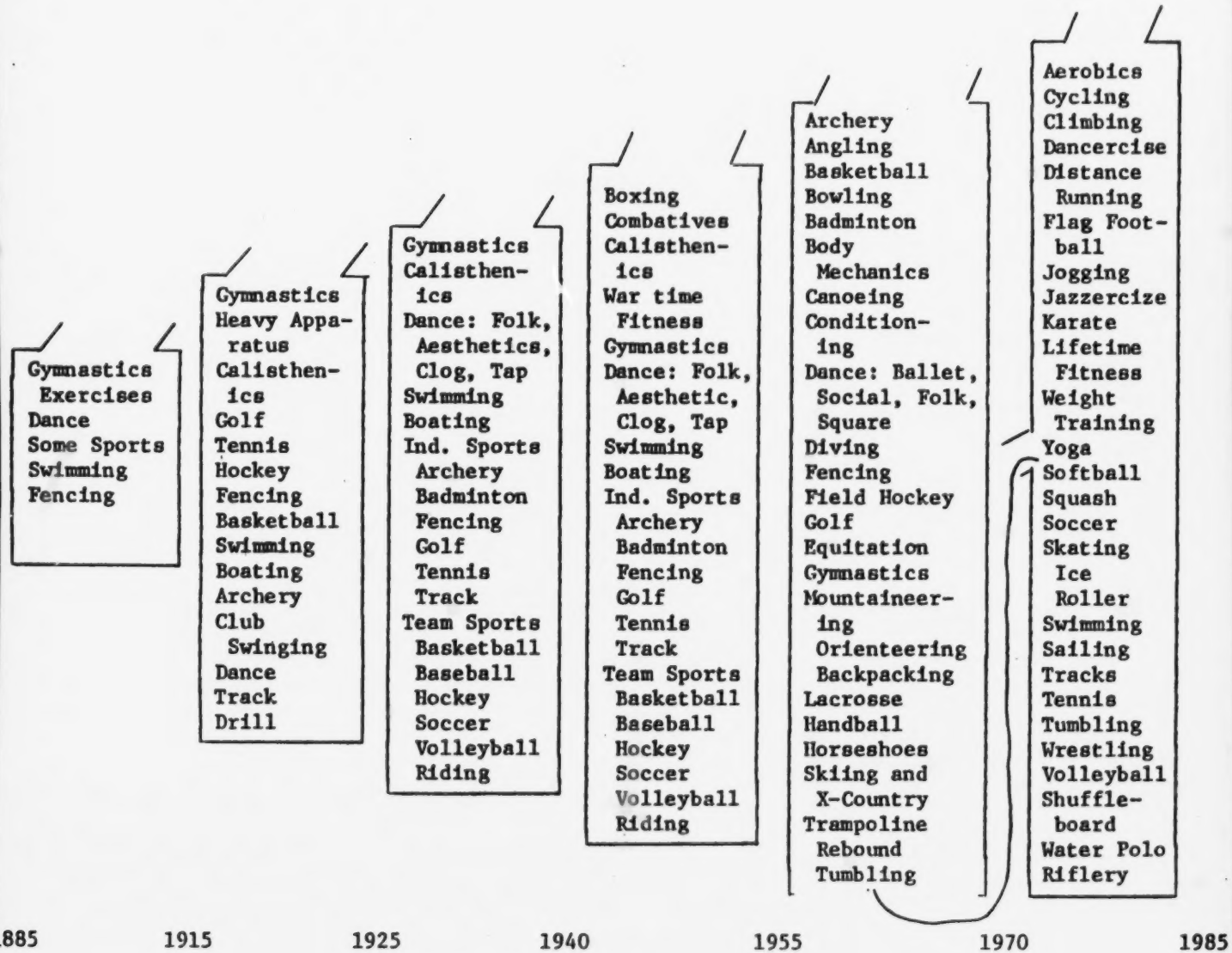
Women's physical education judiciously avoided intercollegiate sports competition or the varsity team scene. Numerous women leaders perceived that athletics had sapped the energies of the men teachers. The men spent time and effort on athletics; the women spent it strengthening physical education and thereby physical activity programs. Thus between World War I and World War II, women's collegiate physical education activity programs flourished. The listing of activities increased and the strength of their teaching increased. The basic instructional program moved into the 30's, the 40's, the 50's, the 60's with a long list of approved activities.

**NOTE: Chart on page 19 of original must be included after this page

Surveys and reports of the 30's decade did indicate that physical education was thriving in colleges and universities. It was a required subject for the most part and was increasingly placed on the same basis as other subject areas. One report out of the thirties brought to mind how things can change. In an effort to discern the relative carry-over value of activity offerings for youth and for middle age, both cross country running and rhythmic activities were determined to have negligible or limited value for the adult. Judging from the jogging/running craze and the preponderance of exercise to music courses that have come from the 70's and 80's, this condition has, indeed, changed with the times.

In 1939, W.L. Hughes wrote that "the aim is not to develop skilled performers rather to develop the ability to direct one's own life--especially its physical aspect" (Hughes, 1939:257). The scope of activity offerings, the emphasis on usefulness in later life, and the positive attitudes or perceptions of the students revealed in numerous surveys of the 30's and 40's can only reinforce Hughes' position and the postion of physical educators elsewhere in the country.

Physical education at the colleges and universities seemed less affected by the depression years than at the public schools. The trend was toward recreational activites, sports and co-educational classes. The trend in colleges and universities toward an expanded informal program created a problem for many teachers. The introduction of a wide variety of activities caught many instructors unprepared to teach them. As one historian put it, "these were as novel to the instructor as to the student participant" (Hackensmith, 1966:453).


Gymnastics
Exercises
Dance
Some Sports
Swimming
Fencing
Gymnastics
Heavy Apparatus
Calisthenics
Golf
Tennis
Hockey
Fencing
Basketball
Swimming
Boating
Archery
Club Swinging
Dance
Track
Drill
Gymnastics
Calisthenics
Dance: Folk, Aesthetics, Clog, Tap
Swimming
Boating
Ind. Sports
Archery
Badminton
Fencing
Golf
Tennis
Track
Team Sports
Basketball
Baseball
Hockey
Soccer
Volleyball
Riding
Boxing
Combatives
Calisthenics
War time Fitness
Gymnastics
Dance: Folk, Aesthetic, Clog, Tap
Swimming
Boating
Ind. Sports
Archery
Badminton
Fencing
Golf
Tennis
Track
Team Sports
Basketball
Baseball
Hockey
Soccer
Volleyball
Riding
Archery
Angling
Basketball
Bowling
Badminton
Body Mechanics
Canoeing
Conditioning
Dance: Ballet, Social, Folk, Square
Diving
Fencing
Field Hockey
Golf
Equitation
Gymnastics
Mountaineering
Orienteering
Backpacking
Lacrosse
Handball
Horseshoes
Skiing and X-Country
Trampoline
Rebound Tumbling
Aerobics
Cycling
Climbing
Dancercise
Distance Running
Flag Football
Jogging
Jazzercize
Karate
Lifetime Fitness
Weight Training
Yoga
Softball
Squash
Soccer
Skating
Ice
Roller
Swimming
Sailing
Tracks
Tennis
Tumbling
Wrestling
Volleyball
Shuffleboard
Water Polo
Riflery
1885
1915
1925
1940
1955
1970
1985

In the decade of the 40's, there were numerous studies done on programs (particularly women's programs) relative to attitudes, practices and content. Those surveyed were again overwhelmingly favorable toward a required program. Some of these studies were published: many were not published, but their message was the same.

The evidence supported a variety of activities as optimal for everyday body functioning, for leisure pursuits, or for the development of fitness and good body mechanics.

The onset of World War II necessitated some adjustments in the basic instructional programs. Again, because approximately one-third of the young men examined for military service were deemed unfit, the nation rose to the occasion with an emphasis on fitness. Once again physical educators were called on as consultants for physical training programs for the armed forces. This affected college programs in several ways. It drained capable young (men) physical educators from the college ranks, and it created an increase in fitness type activity courses in the required program. Calisthenics, running, climbing and lifting were among the units taught. Combative activity such as boxing, wrestling, and self-defense were included. Swimming, including survival swimming, was strongly endorsed.

In support of the theme of fulfillment by the students, the war emergency brought special demands from them in the form of rugged physical conditioning, strength development and aquatics training. In some areas there were demands that universal military training be inserted. Most physical educators opposed this notion. They particularly objected if military training were to substitute for or replace required physical education.

College and university physical educators were deeply concerned over physical education needs for the war emergency effort. They listened to the students, and they listened to representatives of the armed services and tried to structure programs in the best interests of not only the student but also the nation itself.

There are some conditions extant in this period that should be pointed out:

1. There was an enormous female population in college in comparison with male.

2. Because of the war, very little building took place. The gymnasium, field and stadium expansion days of the 20's and 30's were gone.

3. Equipment was not readily available.

4. As in the past, when the war crisis was over, intense interest in fitness subsided.

5. Veterans who enrolled in college were generally exempt from basic physical education.

Studies continued showing student support for required physical education. Some schools increased the time allotment. The late 40's showed an increase in co-educational offerings. Whether this was due to the large numbers of men returning to college and co-ed classes was simply a way of accomodating them, or whether it was due to a change in the philosophy of segregated classes, is not known. The assumption is that it was the former and developed into the latter.

The 1950's decade was ushered in by the Korean conflict and the 1960's decade by the Viet Nam situation. This leads to the observation of a prevailing condition in the basic instructional program. The presence of fitness in time of war has been referred to several times already but since the 1950 period, this emphasis has not subsided.

Two other points need to be made about the fabulous fifties. One, the trend toward co-ed classes begun in the thirties gained momentum in the fifties and sixties (and was even mandated in the seventies). The second is a trend toward more individual activities with lifetime carry-over values.

Surveys of general studies programs continued to show that students had favorable attitudes toward physical education and a preference for individual sports and those with carry-over value. Facilities and instruction were generally held to be adequate. The programs were thought to be strong.

In 1959, Cordts reported in his study of the status of the required program for men and women in four-year colleges that the most common change that had occurred in the past five years was the expansion of co-educational classes. The most common co-ed activity classes were aquatics, archery, badminton, bowling, folk dance, tennis, social dance, square dance, and golf (Cordts, 1959:115, 200). Findings were in keeping with the position taken by the National Association of Physical Education for College Women (NAPECW) in 1956 supporting co-educational classes, family-type sports and recreation. The women's organization was also supportive of the concept of instruction in movement experiences as beneficial to sports instruction.

In writing about physical education's role in general education in the decade of the fifties, Ruth Wilson called up a timely quote from Nash. "Thousands of years of history confirm the present contention of modern philosophers of physical education that sports and games and feats of skill are basic to any program of modern education" (Wilson, 1954:37-38). Attitude studies and status of the art studies done in a

variety of ways and conducted in a variety of places in the 50's and 60's did, indeed, support Nash's thinking.

It becomes increasingly hard to write about the more recent status and trends of basic college physical education. The seventies are not recent to some. To others, it is like trying to see the trees while standing in the middle of the forest.

The new and expanded facilities built in the prosperous sixties were being put to use in every possible way. Oxendine's study of status in 1977 revealed that the most successful new courses of the decade included:

1. Various forms of fitness activities: jogging, aerobics.
2. Outdoor activities: backpacking, rock climbing, orienteering, survival skills.
3. Racket sports: handball, paddle ball, racketball, squash.
4. All forms of dance.
5. Winter sports: especially down hill and cross-country skiing.
6. Skin and scuba diving.
7. Other popular activities, such as yoga, self-defense, and a wide variety of aquatics.

All of this new activity was reported in the fact of a declining requirment. Ninety-four percent of the colleges in his study reported that they provided physical education for the general college student. However, the percentage of colleges maintaining a required program of instruction had dropped from 74% in 1972 to 57% in 1977. Even with reduced requirements, the thread was still running true.

There were a couple of bright sides that need to be considered. Through the years of the seventies, the percent of those electing to take physical education gradually increased and that election is divided equally between men and women.

Now this brings us to the thrust of the 1972 Educational Amendments Act of Title IX for our purposes. Title IX required that "physical education classes may not be conducted separately on the basis of gender and that participation in physical education programs may be neither required nor refused on the basis of gender" (Wendt and Carley, 1983:58). At the risk of over-generalizing and over-simplifying a very complex issue, the basic college instructional program probably eased into the regulations with fewer complications than other affected programs. This is not difficult to surmise since college physical education had basically been endorsing co-educational

classes since the 1930's. In examining college instructional programs, it appeared that Title IX has not been too negative or adverse in its impact. "Enforced" co-education did create some problems, reveal some personal disgruntlements and necessitated some local adjustments. However, once these were placed in a workable perspective, college instruction once again got down to the business of teaching. Voicing their concern over resistance to Title IX in physical education, Wendt and Carley wrote in 1983, "Success is rarely total. Changing attitudes and behavior will always be difficult." Because of its strength engendered over the past one hundred years, the college instructional program could accept this and continue to move forward.

So what is in store for the basic program of the eighties? What will history finally record? It may be both good news and bad news. Trimble and Hensley's study of the status of the general instruction program in 1982 had a rather positive note to offer. Sixty percent of all institutions require physical education. This is similar to the 1977 findings. Their research revealed that the trend toward eliminating physical education may have abated somewhat (Trimble and Hensley, 1984: 55, 89). There is no denying, however, the economic atmosphere of the mid-eighties is not promising on any front at colleges and universities. Budget restrictions are forcing changes that may require skillful adaptations.

Flexible programs in 1985 that meet individual needs may justify their position within the general education curriculum. After all, attempting to meet individual needs has been a part of the required programs of physical education in institutions of higher education since 1885.

So as to required physical education maybe some of our founding fathers of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) were right all along. It was Hitchcock who said "The college is bound to give facilities, apparatus, appliances, and inducements to obey the rules of health,. . . the same as it gives apparatus, charts, blackboards and libraries to develop and guide the intellectual powers."

It was Sargeant who, without using the word "compulsory," contended that where exercising was voluntary, the gymnasiums had become quite deserted. And he said, "We are just beginning as a nation to realize that systematic bodily training is a valuable adjunct to mental education."

Finally, it was Anderson who said, "Bodily exercise can no longer be dismissed as a fad or a pastime. Men and women are beginning to realize it wards off sickness, lengthens life, and increases their working capacity. Vitally is as precious a legacy to bequeath as intelligence."

Epilogue

Ah, yes, 1985 was a year to remember. Reagan was president by an overwhelming popular vote. Villanova won the Final Four in college men's basketball. There was unrest in central America. England and Ireland were still not getting along. The price of the New York Times was 30 cents. The American Alliance for Health, Physical Education, Recreation, and Dance celebrated its centennial. After one hundred years, physical education for the college student was alive and well. The thread that runs so true was still running true. The open-ended listing of activities being taught in colleges and universities in 1985 remains open-ended. Quo vadis? What will be the status of general physical education during the next one hundred years? If the patterns elicited during the first centennial hold true, then required physical education at the college level may still be alive and well. Commitment to the program by physical educators, sanctioning of the program by college administrators and fulfillment of the program by students will hold in place that "thread that runs so true."

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CHAPTER 2
THE STATUS OF BASIC INSTRUCTION PROGRAMS

R. Thomas Trimble and Larry D. Hensley

Introduction

The purpose of this portion of the monograph is to describe the current status of basic instruction programs in physical education in institutions of higher education in the United States. Since 1961, Oxendine (1961,1969, 1972,1984) conducted four periodic (5 year interim) surveys concerning the status of basic instruction programs in colleges and universities in the United States. Oxendine's latest survey was completed in 1977. In 1982-83 the authors assumed continuation of Oxendine's efforts and completed the most recent survey research on the subject (Trimble and Hensley, 1984). In November 1982, a four page questionnaire consisting of 120 questions and an open ended form consisting of seven questions were mailed to 1,200 chairpersons of physical education departments in four-year colleges and universities in the United States. Six hundred and six responses (51%) were returned and analyzed. The data and information gleaned from that research provides the content for this section of the monograph. All of the research efforts were requested and financially supported by the National Association for Sport and Physical Education, an association within the American Alliance for Health, Physical Education, Recreation and Dance.

The information contained in this section serves as an overview of the topic. The monograph format allowed the authors an opportunity to address important issues and findings which, due to spatial limitations, were only partially covered in their article (Trimble and Hensley, 1984). Throughout this section frequent comparisons are made to previous findings published by Oxendine in 1977 in order to provide a historical perspective with regard to trends revealed in the survey. When appropriate, the reader is referred to articles related to specific topics addresed in this section. The reader is encouraged to contact the Clearinghouse to receive free reprints of these specific articles to further their information on those topics. These articles provide comprehensive coverage on issues which receive limited treatment in this monograph.

BASIC INSTRUCTION PROGRAMS
Current Status

What's in a Name?

Prior to providing an accounting of the current status of physical education programs in higher education, it seems appropriate to first consider the most common name given to such programs. At many institutions the program under discussion is or has been known as: The Required Program, The Non-Majors Program, The Activities Program, The General Program, The Basic Program, The Basic Instruction Program as

well as other esoteric terms. Recently, the term Basic Instruction Program seems to have garnered the most use. It would be beneficial for all concerned if consistent terminology could be used for the program which provides physical education courses for the general population of students in a university or college. Interestingly enough, when it came time for the authors to seek publication of the results of their 1982-83 survey, it was a difficult decision to use the term General Instruction Program rather than Basic Instruction Program. The final decision was based on the fact that the term General Instruction Program had been used in four previous surveys and thus the perceived need for consistency prevailed.

Prevalence of basic instruction programs

Oxendine's study in 1977 and the Trimble-Hensley study in 1982-83 revealed results indicating that roughly 95% of all institutions of higher learning offer physical education opportunities to their students. Although the 95% figure is down from the 96% figure of post war 1946, it has remained extremely stable over the years when considering the many specialized schools of today, e.g., art, aviation and textiles, which often do not have the incentives, facilities, need or desire to offer programs in physical education.

Physical Education and a Requirement for Graduation

Whether or not basic instruction programs should be required or elective has been the most controversial and possibly the most discussed issue about them in the past twenty years. Trimble-Hensley found in 1982-83, what might best be described as a static condition with regard to physical education being required for graduation. Their data indicated that 60% of the responding institutions (N=606) required physical education as a condition for graduation. When comparing the most recent statistic (60%) with data from Oxendine's previous surveys: 87% (1969), 74% (1972), and 57% (1978), it appears that the downward trend has stopped. It may be premature, however, to suggest the trend is actually reversing. The fact that the difference between the two most recent figures is only three percentage points makes such a prediction speculative. On the other hand, the statistical evidence indicates quite clearly that the rapid decline in required programs noted over the past twenty years has been halted.

The authors suggest three reasons to support the finding that there has been an abatement in the trend to discontinue required programs. One, whereas the number of required programs in physical education appears to be stabilizing, the number of class hours related to the requirement continues to show some decline. Trimble-Hensley data indicated that the number of class hours in physical education required for graduation decreased in 12% of the responding institutions (N=447), increased in 8% and remained constant in 80%. Therefore, the gradual decline in hours required may have placed less pressure in the direction of eliminating the requirement completely. Two, the

increased emphasis on the physical fitness aspect of the wellness concept since the previous reporting period (1977) may have served to reduce the incentive and/or pressure to discontinue required programs. This same phenonmenon could conceivably account for 8% of institutions reporting an increase in the number of class hours required in physical education. Three, the fact there had been such a significant decline in required programs from 1968 to 1977, may have produced combined numerical and philosophical saturation points. This reasoning is based on the fact that approximately 50% of all respondents to the Trimble-Hensley survey represented institutions with private affiliations. Most of these institutions were small in enrollment, had a religious orientation and espoused a strong liberal arts philosophy. It is unlikely that institutions of this description experienced the same degree of pressure for change, or inclination to change, as did the public institutions with large student populations. Thus, the philosophical rationale for dropping requirements which prevailed so forcefully in large public institutions, particularly during the 1970's, simply did not have the same degree of appeal in small, privately endowed, liberal arts institutions. Data in the Trimble-Hensley study certainly coincides with this position. For example, 74% of institutions having student enrollments in the 1,000 to 2,500 range have a physical education requirement. These institutions are primarily small, private, liberal arts colleges. Looking at data concerning large, predominantly public institutions one finds that in the 10,000-20,000 student population range the required physical education rate is 38% and at the over 20,000 level only 19% of those institutions indicated a physical education requirement for graduation.

One other point of information should be considered with regard to required physical education programs in institutions of higher learning. In both Oxendine's 1977 survey and the Trimble-Hensley 1982-83 survey, an identical percentage, 13% of institutions, reported that physical education was required by some, but not all, departments or colleges within a given institution. Unfortunately, this rather significant percentage figure (13%) somewhat confounds the overall perspective when one realizes that, at least theoretically, the disposition of one department or college within a given institution could determine whether that institution would be categorized in the required or non-required category.

Credit Hours Required of Students

Data suggests that a two credit semester/quarter hour requirement is most prevalent in institutions having a physical education requirement with 41% of responding institutions so indicating. A four credit semester/quarter requirement was reported 25% of the time and a three hour semester/quarter requirement was the third most prevalent at 14%. Both one hour and six or more hours requirements were each reported 9% of the time. To provide more percise information in this regard it should also be known that the typical physical education

course receives one credit hour for two contact hours per week. As previously stated, however, it appears that the required number of credit hours declined somewhat between 1977 and 1982 with 12% indicating this phenomenon while 8% indicated an increase in required credit hours.

Application of Hours Toward Graduation

Eighty-eight percent of all institutions responding attributed credits earned in physical education toward the overall credit requirements for graduation. Three percent reported that credit received in physical education counted toward graduation only in specific colleges within a university. The 3% indicated above represented predominantly large institutions with more than 20,000 students.

Grading in Physical Education Programs

Sixty-two percent of institutions responding to the 1982-83 survey indicated the use of letter grades, while 24% used pass-fail. Only 1% used a numerical system. Grades received in physical education counted in figuring students' grade point averages 83% of the time and are included in honors for graduation 81% of the time. Whether a skills test and/or a written test is given to determine a grade is at the discretion of the individual instructor in approximately 65% of all institutions. Written exams are required by 28% if of responding institutions while 11% do not use written examinations. Skill performance tests are required in 20% of the reporting institutions and not administered in 12% of them.

Unique Forms of Scheduling

"Between Term" course opportunities seem to have made some in roads into traditional scheduling patterns. As the term implies, activities are taught in a concentrated manner between semester or quarter terms. The authors speculate that the success of "Between Term" scheduling may be related to attempts to meet the interests of the student body in a more diversified manner. Thirty two percent of responding institutions indicated having at least one such course. Snow-skiing, backpacking and adventure courses appear to be popular "Between Term" offerings.

Popularity of Activites

The Trimble-Hensley study revealed that the eight activities most likely to be offered in a basic instruction program are in rank order: tennis, jogging/conditioning, swimming, golf, badminton, volleyball, weight training and aerobic dance. Of the eight activities mentioned is should be noted that individuals and dual activities account for all but one of these. This information, then, continues to support the trend Oxendine has reported during the past twenty years, i.e., a

decline in team sport offerings.

It is interesting to note that three of the eight courses most likely to be offered in basic instruction programs (jogging/conditioning, aerobic dance, and weight training) are fitness related. It is not all surprising to see the fitness/wellness revolution this country has been experiencing reflected so obviously in current curricular offerings. Although perhaps not as directly related to fitness/wellness, tennis, swimming and golf are also activities people pursue in an effort to obtain the daily exercise recommended in fitness/wellness programs. Consequently, six of the eight most popular course opportunites in basic instruction programs appear to be closely related to the obvious needs and interests of Americans in the 1980's.

Availability of Adapted Courses

Only 32% of basic instruction programs surveyed offer an adapted physical education course. Generally speaking, the larger the student population the greater the potential for an adapted course offering. Whether an institution has a required or an elective program also affects the availability of an adapted course. Institutions having required programs are much more likely to offer an adapted class than are institutions with non-required programs.

In light of the fact that roughly only a third of all institutions surveyed provided an adapted course, one would optimistically speculate that the reason for this would be the vigorous application of the spirit of PL 94-142, i.e., that students were "mainstreamed" into the regular course offerings. Pessimistic speculation might infer that institutions having non-required programs either do not feel a responsibility for providing an adapted course or perhaps they could not financially afford such a course. Even more pessimistic speculation would suggest the possibility that students with physical handicaps have the requirement waived. Obviously many physical educators, especially specialists in adaptive physical education, would have considerable philosophical opposition to this. Unfortunately, data collected by Trimble-Hensley did not address causal factors specifically, consequently only speculation is possible. If

interested in more detailed information concerning the administration of an adapted course in physical education, based on an independent study type format, the reader is referred to the article entitled "Independent Study In Physical Education For Exceptional Students" (Duffy, 1979).

Current Trends: Proficiency/Competency Testing

It must first be made clear what is meant by the term proficiency testing. The passing of a proficiency test allows a student to at least partially satisfy a physical education requirement by demonstrating competency, usually in the form of knowledge and skill performance in a specific physical education activity without taking the regular course in that activity. At some institutions proficiency tests are known as competency tests, course challenge tests or exemption tests. Most typically proficiency testing is conducted in two stages. The first stage is in written form and examines the student's knowledge of the subject. Students passing the written portion are then allowed to take the skill performance portion. Students who pass both phases thus earn course credit for having demonstrated competence at least equal to the passing criteria for a beginning level course in a particular activity.

Surveys of basic instruction programs over the past twenty year period indicate a very definite trend in the increased use of proficiency testing. The Oxendine surveys of 1968, 1972, 1977 and the Trimble-Hensley survey of 1982-83 show a respective progression of 18%, 30%, 34% and 41% in the use of proficiency testing. Numerous reasons for the increased use of proficiency testing can be stated, however, only the most pragmatic will be indicated here. The prevailing rationale for proficiency testing seems to be that if an institution requires physical education for graduation based on the premise that a student should have an understanding and appreciation of the physical potential of one's body, then it follows that the student who can physically and intellectually demonstrate those qualities need not take a course designed to teach them.

Another Trend: Independent Study

Data collected in the Trimble-Hensley study revealed some rather startling information relative to the implied use of independent study opportunities within basic instruction programs. Original data suggested that 202 of the 606 institutions responding to the study offered independent study opportunities. However, upon analysis of the data it became quite clear to the investigators that what they regarded as independent study and what the respondents viewed as independent study were not the same.

The original data concerning independent study was collected in the open-ended portion of the Trimble-Hensley survey. Due to the open-ended format the respondents frequently qualified their interpretations as to what they regarded as independent study experiences. Upon analyzing the qualifying statements the researchers soon realized that many respondents limited independent study courses to special groups such as athletes or senior level students. The conductors of the survey on the other hand viewed true independent study courses to be open to all students served by the Basic Instruction Program. This lack of agreement led the researchers to conduct a follow-up study limited to determining the status of independent study in basic instruction programs.

All respondents to the original study who had indicated that their independent study programs were limited to special groups, such as athletes or senior level students, were eliminated. There were 103 institutions in the follow-up study which used a 27 item questionnaire. Eighty-seven of the 103 institutions responded. The specificity of the questions allowed the researchers to cull another 32 respondents in the follow-up study because it was subsequently revealed that their independent study programs were not open to all students. The final pool of institutions offering independent study to all students numbered 55.

An analysis of data from the 55 institutions revealed the following information: fifteen respondents (28.2%) reported starting independent study courses between 1977 and 1982, while another 20 respondents indicated starting independent study in the preceding five years. Thus 35 of 55 (64%) of the institutions represented in the study had started these programs since 1972. This finding suggests a trend in the development of independent study programs.

A very interesting relationship exists between the trend toward independent study programs and the recent emphasis on the physical fitnes component of the "wellness" concept. The Trimble-Hensley study revealed that 62% of all courses open to independent study were related to physical fitness. It appears quite feasible to the authors that a correlation exists between the trend toward independent study courses and the emphasis on physical fitness in society today. The strong societal approval for "keeping fit" experiences today makes a self-directed independent study fitness based course more possible than ever before. However, what is far more important as far as the professional physical educator is concerned is the recently acquired research information on adherence theory (Lambert, 1985). Basically, what the research suggests is that in order to facilitate a student's long range participation in a health related activity such as jogging, body conditioning, or fitness swimming, the experience needs to be carried on beyond the time frame of a quarter or semester. An independent study course seems to be a logical follow-up to a traditional course offering.

The typical fitness related independent study course provides the student with what may be considered a "weaning process" from direct instruction and supervision to self-direction. In an independent study course the student maintains the availability of fitness expertise if needed, the use of free and often superior facilities and equipment (if he/she works out on campus) and the opportunity to learn to be self-directive. Having all these benefits while still in a campus environment, seems to provide a situation which could enhance the liklihood for adherence because there are so many others who have similar fitness-related goals.

Moving from a teacher supervised to primarily a self-directed experience while still having access to good facilities and equipment, available expertise and companions with whom to participate seems to be a logical next step from a traditionally taught fitness course. If interested in more comprehensive information about independent study the reader is referred to "Independent Study: A Trend in Basic Physical Education" (Trimble and Hensley, 1985).

Promoting the Program

In general, course offerings in required basic instruction programs are made known to students by word-of-mouth, the schedule of classes used for registration and the institutional catalog. The principal determinant for promoting required programs appears to be registration figures. This thinking is reflected in the notion that if registration figures appear normal there is no reason to promote the program. To support that position somewhat, it is evident there are many institutions that, due to limitations in instructional staff, or facilities or equipment, could not service any more students even if it were their preference. In other words, it is regarded as unwise to promote student interests that the program is not capable of serving. Elective basic instruction programs seem to foster significantly more promotional efforts than do required programs. This is not surprising because non-required programs have to solicit participation whereas this factor is built into required programs.

The following lists indicate numerous promotional ideas provided by participants in the open-ended segment of the Trimble-Hensley study. People representing both required and elective type programs answered the following request: "Please indicate specific efforts used to promote your program."

Method of Promotion and Number Reporting it

Word-of-mouth 151
Student newspaper 95
Catalog 67
Fliers (disseminated at registration, drop/add, etc.) 60
Posters and signs 59
Schedule of classes 48
Academic advisors (specific information re. classes course outlines is sent to all academic advisors) 37

Brochures 31
Bulletin boards 25
Local newspapers, radio, T.V. announcements 19
Instructors indicate logical follow-ups to the course the student is concluding 17
A booth or presentation is provided at freshman and transfer student orientation sessions 14

Promotional Ideas Mentioned 11 Times or Less

1. Viewbook
2. Alumni bulletin
3. College magazine
4. Ads on campus buses
5. Free classes to faculty
6. Basic Instruction texts (customized)
7. All course outlines posted in library
8. Campus-wide public address system
9. Exhibitions, demonstrations and workshops
10. Advisor's manual for non-p.e. faculty workshops
11. Function of P.E. Majors Club (developmental responsibility)
12. Faculty promotion of program at registration
13. Physical education day on campus
14. Audiovisual materials (slides, films, video tapes)
15. Electronic message board in lobby of P.E. Building
16. Activity classes available to counselors/advisors
17. Special notification to sorotity and and fraternity houses
18. Column in newsletter sent to all state high schools
19. Displays (pictures and photographs of activities offered)
20. Liasion with continuing education in promotional endeavors
21. Special event promotions (one day clinics, etc.)
22. P.E. Representative on high school visitation team
23. Advertise there is no extra charge for full-time students to add an activity course
24. Banners
25. Physical education handbook
26. Daily announcements (in Chapel)
27. Student (peer) advisement program
28. Departmental evening class brochures
29. Advertise on expressway (General Tire sign)
30. Sport and physical education week extravaganza.
31. Slide presentations in student union 2-3 times per year
32. Announcements about in-class tournament competition
33. Visitation days (drop in on any course of interest)
34. Special information table at all registration sessions.
35. Publish student interest surveys-inform as to availability in curriculum
36. Publish research findings concerning fitness levels of students on campus
37. Involve faculty in activities to demonstrate active lifestyle/ course outlines sent to advisement center.

Guidance and Counseling

It is apparent that an organized approach to the guidance and counseling of students in basic instruction programs has limited application. In partial support of that statement is the fact that 179 institutions (51%) of all respondents to the request: "List any specific efforts made by the department that are designed to guide or counsel students in the selection of the courses," indicated that they did not have any guidance or counseling opportunities for students in the program. This particular neglect seemed to be equally true of both required and elective programs.

Of the guidance and counseling methods mentioned by respondents the most popular was the use of the campus-wide academic advisors system (mentioned 87 times). Second most popular (mentioned 25 times) was the use of in-class counseling done on a group basis. An example of this would be for an instructor of a fitness class to tell students, just prior to pre-registration, about other types of fitness courses in the program open to them which could continue their fitness goals. The third most popular method mentioned (20 times) was to have faculty members available at registration to answer students' questions. The fourth method used the coordinator/director of the program as a resource to answer any questions or problems of students (13 times). The reader with further interest in this topic is referred to a the article "A Self Assessment and Program Guidance Instrument for Use in Physical Education Programs" (Soares and Trimble, 1983).

Other Guidance/Counseling Methods (Mentioned 5 Times or Less

1. All students are tested to determine needs.
2. Orientation week (during summer) is used to guide freshmen and transfer students
3. Chairperson counsels students with problems.
4. Departmental pamphlets and leaflets are provided.
5. Class handouts (course outlines, etc.) are provided.
6. Required swimming competency tests are given.
7. Open house opportunities - see what courses involve.
8. Fitness screening tests are offered on a voluntary basis.
9. Personalized fitness programming guidance available to students.
10. General program handbook available to students and advisors.
11. Articles in college newspapers about counseling for course selection in physical education.
12. Informative posters and fliers.
13. Departmental advisement opportunities (secretary reads or provides a course outline to students who request information on courses either in person or over the phone).
14. Open door policy of program coordinator.
15. Catalog describes course opportunities.
16. Special office hours for counseling during advanced registration periods.
17. Faculty required to post office hours for advisement.
18. Guidance and counseling via classes (e.g. weight control and

fitness classes).

19. Advisors, on a campus wide basis, are kept informed via letters and fliers to help them do their jobs effectively.
20. Students are required to tke one activity from each of three areas: fitness, skill, or aesthetics (primarily dance).
21. Efforts are made to place students at proper level of instruction appropriate to ability level.
22. Orientation corses are provided.
23. Advisory center is available to students.
24. Special advisory sessions for older and special needs students are offered.
25. Chapel programs provide advisement information.
26. Departmental representative participate in student orientation sessions in other schools and colleges.

Financial Support of the Program.

Schendel, (1984) in an article concerning the changing patterns of financial support of basic instruction programs indicated that during the 1970's the reasons admistrators gave for the elimination of the physical education requirement in public institutions were almost always based on academic criteria. Schendel goes on to make the point that the administrators' rationale for eliminating required programs in the 1980's has shifted from one of academic consideration to one of economics. (For more detailed information refer to Schendel article: "Activity Courses: Changing Patterns of Support", (1984.) Information gleaned from the Trimble- Hensley (1982-83) study indicated a valid concern for financial problems currently being experienced in basic instruction programs. Fifty percent of respondents to an open-ended questionnaire indicated concern about not receiving adequate funding for programs.

Creative Financing

In an effort to cut costs or to enhance revenues, institutions under financial constraints have primarily taken one or both of the following approaches: they have instituted student fees for equipment usage (most frequently referred to as user's fees): instituted or raised towel and/or locker use fees. Often the user's fee is only assessed to students taking the course for which the equipment is needed. However, in response to the question: "Is an equipment usage fee assessed to all students enrolled in the physical education program?", (N=563) 17% responded in the affirmative. Many respondents indicated a desire to assess all students a nominal "lab fee" (user's fee) but were prohibited by statute restrictions. Additionally, most institutions reported that the costs associated with the use of off-campus facilities, such as ice rinks and bowling alleys are passed directly on to the students.

It does indeed appear that funding is currently a critical dilemma for many basic instruction programs. However, the problem itself brings forth some very important philosophical questions. Why should the Basic Instruction Program have to initiate revenue enhancement measures when other programs in the college/university curriculum are funded in the traditional manner? Also, if the emergency revenue measures become successful will they become permanent and thus possibly negate traditional funding methods should less troubled financial times reappear? On the other side of this philosophical issue is the question: Shouldn't creative financing measures he instituted to sustain the program thus possibly avoiding an administrative edict to eliminate the program due to an incapacity to fund? Deciding which course of action to take is not a simple task because the possible consequences of either approach could be severe. (The reader with particular interest in any aspect of this topic will find the article entitled "Creative Financing" most informative. (Brassie, Trimble, Hensley, 1985).

Instructional and Program Evaluation

Based on responses to an open-ended question in the Trimble-Hensley survey, evaluation of instruction and program is not a high priority item in basic instruction programs. Using the evaluation of instruction data to illustrate the point, one finds that only 148 respondents out of a total of 286 responded in the affirmative to the evaluation of instruction portion of a request which read: "Please indicate the procedures used in evaluation of the Basic Instruction Program, i.e., evaluation of instruction, program and facilities." Data collected on evaluation practices follow in the chart below.

EVALUATION PRACTICES

Number of Institutions Reporting	Evaluation of Instruction conducted
96	Students
23	Department Chair
14	Peers (faculty)
6	Self
5	Faculty Committee (Ad Hoc)
3	Program Coordinator
1	Dean

Number of Institutions Reporting	Evaluation of Program is conducted
49	Students
19	Special Committee
16	Faculty
8	Department Head
5	Program Coordinator
4	Dean

Number of Institutions Reporting	Evaluation of Facuilities is conduc
39	Faculty
10	Special Committee
4	Students
3	Program Coordinator
3	Department Head
2	Based on Complaint

Other Types of Evaluation Criteria Mentioned
(without specification as to what was evaluated)

39	Enrollment
30	Intermittent Student Surveys
17	Accreditation Review
11	Faculty Meetings
10	Outside Consultant

The reader interested in more information on evaluation should read "Student Evaluations of Teaching Performance" (Zakrajsek, and Bos, 1978).

Interdisplinary Relationships

For insight into this topic it would be prudent to first indicate the question to which recipients of the Trimble-Hensley survey were asked to respond: "List courses in the Basic Instruction Program, if any, that you know to be required or recommended by other academic units, e.g., marine biology majors being encouraged or required to take skin-scuba diving in order to enhance students' vocational marketability." This question closely relates to several topics previously covered, e.g., promoting the program, guidance and counseling and, to a somewhat lesser degree, evaluation.

In providing the extensive list that follows, it is the hope of the

authors that the potential value of this information as it relates to program promotion, justification, guidance and counseling and evaluation will become evident and useful. Inherent in the information is a strong argument for the justification of basic instruction programs that is not presented in typical statements of program justification. To perhaps illustrate this issue more specifically, notice how many times scuba diving is listed as being required or recommended by the academic units listed below. Anthropology, biology, forestry, hydraulic engineering, and ichthyology, marine biology, oceanography, photo journalism, structural engineering, and wildlife (environmental) biology all require or recommend scuba. Think of this in terms of the value of scuba diving to students beyond values "normally" attributed to physical education and you have and aspect of program value rarely seen in justification statements.

InterDisciplinary Relationships

INTERDISCIPLINARY RELATIONSHIPS

Number of Institutions Reporting	Academic Units	Integrational P. E. Courses
4	Agriculture	Equitation(Horseback Riding), Folk & Square Dance
1	Anthropology	Scuba
1	Animal Husbandry	Equitation(Horseback Riding)
7	Biology	Scuba
18	Business	Golf(9), Racquetball, Tennis
8	Criminal Justice	Defensive Tactics, Physical Fitness, Martial Arts
2	Dance	Fencing, Figure Skating
33	Drama	Dance (18), Figure Skating, Fencing (13), Rhythmic Exercise
5	Elem. Education	Folk & Square, Basic Movement, Creative Play
4	Environmental Science	Canoeing, Backpacking, Adventure Activities, Wilderness, Conditioning
2	Equestrian Majors	Weight Control, Conditioning
2	Forestry and Wildlife	Scuba, Rifle
3	Geology	Rock Climbing, Scuba
1	Hydraulic Engineering	Scuba
1	Ichthyology	Skin and Scuba
3	Law Enforcement	Personal Defense, Physical Conditioning,
1	Life Sciences	Fund. of Physical Education
3	Marine Biology	Scuba
3	Music	Creative Dance, Folk Dance
2	Natural Resources Technology	Orienteering, Wilderness Exp.
8	Nursing	Body Conditioning, Aerobics, Principles of Fitness, Body Mechanics
3	Oceanography	Scuba
2	Parks & Recreation	Aquatics
1	Petroleum Engineering	Golf
2	Physical Therapy	Body Conditioning, Exercise & Figure Control
1	Photo Journalism	Scuba
20	ROTC	Swimming, Sailing, Physical Conditioning, Orienteering, Boxing, Wrestling, Weight Training, Rifle, Pistol, Concepts of Fitness
1	Social Work	Swimming
1	Structural Engineering	Scuba
15	Theater	Dance (8), Tumbling, Circus Arts, Posture Lab, Physical Fitness, Gymnastics
1	Turf Management	Golf
1	Voice Majors	Conditioning

1	Visual Performing Arts	Dance
8	Wildlife(Environmental)	Swimming, Climbing, Scuba, Biology, Backpacking
1	Women's Studies	Self Defense for Women

A Potpouri of Topical Information

Electives within required programs.

It should be noted that in most programs where there is a physical education requirement for graduation, students are allowed to choose (elect) the specific activities they want to take within the requirement.

Required courses within the physical education requirement.

There appears to be a trend toward requiring at least one course that all students must take in order to meet the requirement. Typically such a course has a title akin to "Fitness For Life" or "Life Time Fitness." The content of the course usually provides the learner with a basic understanding of the value of activity skills and physical fitness principles to accomplish a total wellness regimen. The primary causal factor for this trend may relate to the diminution of credit hours in the physical education requirement. In other words, if a student is only required to take 2-3 semester/quarter hours in physical education, a prevailing rationale is that the course taken better be one that provides the student with the conceptual understanding and practical knowledge needed in order to best facilitate self-actualization.

Other types of required courses within the requirement.

For many years swimming was a requirement for every non-swimming student matriculating through certain institutions. While there still are institutions that continue to have a swimming requirement, the practice seems to have decreased rather dramatically since 1972.

Tenured versus non-tenured teaching faculty.

Without question the most outstanding disparity between the findings of the Trimble-Hensley study (1982-83) and Oxendine's study (1977) related to this topic. Oxendine found that less than one-half (42%) of the faculty teaching physical education were in tenure tracks. The Trimble-Hensley study data indicated that 70% of the Basic Instruction Program teaching faculty were in tenure tracks. Certainly in the large institutions where research is emphasized and tenure and promotion decisions

depend on publications in that area, there is a movement toward non-tenure track postions for Basic Instruction Program personnel. Why then has the percentage increased rather than decreased between 1977 and 1983? The authors can only speculate that the disparity may relate to the elimination of the requirment primarily from the large student population public institutions. A higher percentage of small liberal arts type institutions may have responded to this survey. Since attaining tenure at these smaller institutions focuses more on teaching than on research, it seems reasonable to anticipate far more faculty in tenure tracks in these institutions than one would find at large, research oriented institutions. If what has been discussed is not the whole reason for the disparity it certainly must affect it to some degree.

Coeducational Courses.

During the 1960's and 1970's the implementation of coeducational courses was a significant issue. Today, with the exception of very few course, all activities are taught on a coeducational basis.

Waivers for required physical education.

In 1977 Oxendine reported a dramatic drop in the number of students excused from the requirement. The period between 1977 and 1982 showed that the number of waivers given and the reasons for waivers continued to decline. One area of particular controversy concerns waiving required physical education courses for collegiate athletes. This still appears to be a problem, but, it too is not as numerically significant as it used to be.

One would think that "maintstreaming" would be a significant reason for the reduction of waivers. However, a more subtle reason may be that the needs and interests of students are being better served due to the ubiquitous threat of losing the program.

Insights on the issues of required and elective physical education.

The open-ended portion of the Trimble-Hensley study requested all respondents to indicate whether they preferred a required or elective program. Respondents were asked to indicate the most important argument to support their positions. What follows are two lists (one indicates the major reasons for having a required program the other lists major reasons for having an elective program):

Rationale for a Required Program

1. It introduces all students to the importance of physical activity for the enhancement of lifestyle (doesn't eliminate or excuse those who need it most).

2. It offers a last attempt to provide physical education for students who were deprived of this opportunity in non-existent or inadequate elementary, middle or high school programs.

3. Poor public school pre-college/university programs should not be the final basis for a student's value judgment on physical education.

4. It requires students to learn about health and fitness, develop lifetime skills and includes into their current lives an outlet to relieve stress and experience wellness.

5. A requirement tends to emphasize the importance of physical education in the holistic education of students (liberal arts philosophy).

Rationale for an Elective Program

1. Students are more motivated, enthusiastic and have a better attitude toward participation in class because they want to be there.

2. The curriculum is often more responsive to the needs and interests of students.

3. College/university students should be learning to make their own choices.

4. Better instruction exists in elective programs at least partially due to a greater emphasis on accountability.

5. There is greater flexibility and innovative potential in an elective program.

6. An elective program in physical education is most appropriate when the institutional policy or trend is contrary to general college/university requirements. (When physical education is the only general requirement other educators at the institution become irritated.)

7. The more the physical education program becomes like intramurals (i.e., an optional but overtly expressed need of the students), the more difficult it will be for an administration to eliminate it from the curriculum.

Additional Comments on Elective and Required Programs

1. An elective program in physical education would be most appropriate if good to excellent programs existed in pre-college/university education. In states or other geographical areas where this situation does not exist physical education should be required.

2. If faculty and/or facilities had been available, a required program would be in place at this institution (this was indicated seven times).

3. A survey of students at "our" institution indicated that most students "turned on" to physical education through college/university courses would not have taken these courses had they not been required to do so.

4. Many college/university programs in physical education are "elective within a requirement". In other words, a student may elect to take any courses in the program as long as the required number of hours are achieved.

Personal Commentary

The authors take this opportunity to make a personal statement about the required physical education-elective physical education controversy. What is indicated under item one above, i.e., the decision to have an elective or a required program should be determined on the basis of local need, not solely on the personal preference of the faculty. If the public schools in the state in which the institution is located have good or excellent physical education programs perhaps a requirement is not needed. However, if good or excellent programs do not exist in the state, it would seem logical to have a requirement so that the future leaders of that state (current college/ university students) could become more cognizant of the need and importance of physical education.

Finally, we would ask all of our colleagues to think twice about writing articles espousing either an elective or required position. Again, consider the merit of allowing determination to be made at the local level. It is disconcerting and counter productive to have opposition leaders, i.e., non-physical education faculty at an institution where physical education is required, quoting one's professional colleagues in physical education in support of the opposition's line of thinking.

Conclusion

It is the sincere hope of the authors that the material contained in this monograph will prove to be both interesting and useful to the reader. We stand ready to assist anyone who believes we may have some information and/or ideas that may be helpful.

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CHAPTER 3
THE FUTURE FOR PHYSICAL EDUCATION ON THE COLLEGE CAMPUS: SOME THOUGHTS AND SUGGESTIONS

Dave Watkins

Levine and White (1961) say that all organizations must establish what is called a "domain". Thompson (1967) defines an organization's domain as the point at which the organization is dependent on input from the environment. The makeup of that environment in turn determines upon whom the organization is dependent. The physical education program in higher education is the domain and the general population, specifically the students in the program, constitute the environment. This combination, program and clientele (students), is the focus of the future of physical education on the college campus.

The physical education program in higher education begs for a universal identity. On some campuses it is identified as the basic physical education instruction program on other campuses it is called the physical education required program, and on still other campuses it is referred to as the physical education service program. Regardless of the name a clear definition of a program of physical education in higher education does not exist. Considine (1985) says that historically physical education programs at the collegiate level are designed to instruct students in sport, dance, and fitness. These are physical education programs in their purest form according to Considine. This lack of clear identity and definition needs to be addressed as physical education moves into the future at the collegiate level.

John Naisbitt (1982) in his book Megatrends says that every organization, both corporate and private, must assess its role when faced with changing conditions. The changing attitudes toward health care is a good example of a changing environment and the impact it had on hospital vitality. Many hospital administrators failed to read the changing attitudes regarding health care and as a result found their hospitals on the verge of closing because of the limited number of patients.

The physical education profession must find out what the environment is telling it and adjust accordingly. This doesn't mean that the profession should be strictly reactive. Physical education must monitor the environment and be both reactive and proactive. Proactive means monitoring the environment for trends and developing strategies to anticipate where the trends may be taking the profession

If this isn't done, physical education will find its domain absorbed by others. Some professional physical educators have been concerned about the delving into "our domain" by the so-called para-professionals such as Jane Fonda in the past few years.

George Sage (1984) says we have an identity crisis in physical education. It is time for us to establish exactly what our role should be in physical education in higher education. He even goes so far as to suggest that it may be time for the profession to move away from the name physical education to denote what we do. This is the beginning of the future for physical education in higher education-the mission of physical education and what we call physical education in higher education. A clear mission and a set of well stated goals are at the foundation of any successful program.

What We Do

What are the goals of basic instruction programs in higher education? Is it to teach fundamental skills of team oriented sports such as volleyball, basketball, soccer, and field hockey? How about lifetime sports, such as tennis, golf, bowling, and horseback riding? Or is the mission something more esoteric? Could it be that the mission of our programs needs to be muchmore cosmic in nature? Dr. Diana R. Dunn (1984) stated that an important mission or goal of health, physical education, and recreation is to help people live a healthy life to the fullest through lifestyle enhancement efforts directed toward health, wellness and fitness maintenance and promotion, performance improvement, and rehabilitation. John Naisbitt (1982) in his book Megatrends says that physical fitness is not a fad any longer in this country. It is an important and enduring trend in changing lifestyles. Quality-of-life decisions are important to people. George Sheehan (1978) notes that exercise that is work is worthless. But exercise that is play will give you health and long life. Krotee (1982) states that basic instruction programs face an ultimate challenge. They must provide basic knowledge and understanding of physiological functioning, human growth and development, neuromuscular control and skill acquisition, and interpretive and creative expression, as well as various psychological constructs. Students need to know about mental control, body language, aesthetics. Human movement experiences must be meaningfully and purposefully taught, self-confidence must be assimilated. A delicate balance of movement and cognition must be realized.

Jewett (1985) suggests that the goals of the basic instruction program may be stated in the following way.

1. Achievement and maintenance of long-term health related fitness, including self-direction, physical independence, and minimizing unavoidable deterioration in physical abilities and cpacities.

2. Development of motor performance skills that facilitate regular and continuing participation in physical activity and are appropriate to the maintenance of a personally active adult lifestyle.

3. Development of the adult "inner athlete" who seeks active recreation and enhancement of the quality of life through personal fulfillment in challenging and satisfying achievement in physical activity. (p. 43). If Jewett, Dunn, Sheehan, and others are correct in stating that the goals for physical eduction must take on a new direction in order to keep abreast of the needs of the target population then it behooves the profession to move to these new goals to insure the future.

The mission must focus on an improved quality of life through fitness and wellness. The content in physical education programs must concentrate on skills, attitudes, and knowledge that promote a self-directed, enhanced lifestyle which optimizes the social, psychological, and physical benefits associated with total well-being.

What We Call Ourselves

If we adopt a new mission along with a new set of goals for the physical education program of the future, is it accurate then to use the term physical education to describe what we do? There is a stereotypic negative reaction to the words physical education regardless of what we do with the program content. Consequently, for better acceptance and understanding of what we do within our programs and to help establish program credibility on the campus, it seems that some consideration must be given to moving away from the term physical education. Let's look at some suggestions that may help decide the importance of a change for physical education on the college campus.

At the Pennsylvania State University in the College of Health, Physical Education and Recreation (1985) strategic planning led to the establishment of a series of guidelines to consider when contemplating a name change.

1. The name should be understood by the lay, professional, and academic communities, and be timeless-not faddish.

2. New names should promote and facilitate recruitment of faculty, as well as undergraduate and graduate students.

3. New names should relate to the past, as well as the present and future. That is, they should progress from the traditional HPER, and subsume these elements, but be sufficiently flexible to include developing programs. (p. 14)

The National Intramural-Recreational Sports Association (1986) has been wrestling with a name change because it is not sure that NIRSA best describes the organization. NIRSA asked Walter Margulies of Lippencott and Margulies, a consulting firm for determing corporate indentities, to help them with their study. This effort led to the following analytical questions.

1. Has the present name become ineffective or misleading, therefore, becoming a liability rather than an asset?

2. Is the change intended to attract more or new persons into the program?

3. Is the present name restrictive and limiting as it relates to accurately communicating the intended strategies and purposes?

4. Would a new name aid in communication with individuals and associations outside the present structure? (p. 4)

While to some a name change to describe our physical education programs may seem unimportant at this time, it is the future that we must consider. Do we need a descriptive name change so that we can move into the future confident that our clientele know what we are doing based, in part, on what we call our program? The answer suggested here is YES.

Quality Leadership

Leadership in the profession is taken for granted. We assume that those persons "in charge" will be on the cutting edge of what must be done to keep basic instruction afloat in higher education. This is their job, we say. It is! But are the leaders of our programs aware of what must be done to keep the basic instruction program "in place" on the college campus?

The future of the basic instruction program rests squarely on the shoulders of those persons who are the designated heads of the programs. They no longer can be just "tired" coaches put in charge of the program to make room for new coaching blood. The program leaders need to be trained as leaders.

There has been a changing wind in the corporate sector that needs to be acknowleded for its benefits to higher education physical education. Theory Z (1981), and A Passion for Excellence (1985) are but a few of the recent writings that echo a sweeping change in management mentality. Peters and Austin in A Passion for Excellence (1985) note the two most important ingredients for managerial success are pride in one's organization and enthusiasm for its works. Leaders of physical education programs must not only be persons who have these ingredients, but also must surround themselves with people who have the same attributes. For physical education programs to be successful in higher education leadership must be provided that is best summarized by this paragraph from A Passion for Excellence (Peters & Austin, 1985).

The Best bosses-in school, hospital, factory-are neither exclusively tough nor exclusively tender. They are both: tough on the values, tender in support of those values. They speak constantly of vision, of values, of integrity, they harbor the most soaring, lofty and abstract notions. At the same time they pay obsessive attention to detail. No item is too small to pursue if it serves to make the vision a little bit clearer. (p.87)

Leaders of physical education programs must be leaders who have the vision to see where their program is heading. Peters and Austin (1985) say that attention to the nuts and bolts of leadership is important but more important is the vision the leader has for the program. While the substance of the vision is obviously important, the importance of communicating the vision consistently and with fervor is what is really critical. To quote Peters and Austin, "you have to have a vision, and you have to care-passionately". (p 288).

Naisbitt and Aburdene (1985) make some comments about vision and leadership. They note that creating the vision is the leader's first role. Next the leader must attract people who can help realize the vision by adopting it as their own and working together to achieve it. They call this process alignment. Naisbitt and Aburdene illustrate alignment with the following description.

Every so often we hear of a group of people who... transcend their personal limitations and realize a collective synergy with results that far surpass expectations based upon past performance. Anyone hearing a fine symphonic or jazz group hopes for one of those "special" concerts that uplift both the audience and the performers.... In sports the 1980 U.S. Olympic Hockey Team stunned the world by winning the gold medal against the vastly more talented and experienced Russian and Finnish teams...These occurrences, although unusual, are much more frequent in American business than is commonly suspected (p. 24)

1. It will take leaders with vision surrounded by associates committed to the vision to keep physical education on the college campuses. Leadership that is sensitive to the needs of all faculty, staff, administrators, and students is needed.

2. Program assessment is going to take on a new dimension as college physical education moves into the future. Are we in fact providing the students in the program with what we say we are providing? Students must be monitored constantly to be sure they achieve.

3. People working in the physical education program must also be held accountable. Is the instruction in the program on a par or exceeding that of other academic disciplines on the campus? Performance assessments will need to include evaluations by students, peers, administrative staff, and self.

4. The leaders of physical education basic instruction programs need to be careful when it comes to staffing their programs. Too frequently programs on many campuses are staffed with graduate assistants who have litle or no background in teaching physical education skills. These students are working on a graduate degree in some field related to physical education (e.g., sports medicine, exercise physiology) and are receiving a stipend for teaching in the program. For economic reasons this makes some sense, but for professional reasons it may be a disaster.

Program leaders must also address the issue of retraining older staff to work in new program areas. For example, as the focus of physical education on the college campus moves beyond just skill teaching, staff persons will need to become familiar with wellness concepts. Inservice opportunities and reward structures for "retooling" should be available. Leaders of physical education programs must surround themselves with people who have a deep knowledge base in physical education, a commitment to excellence, and pride and enthusiasm for what they do.

What's the Model?

Shirl Hoffman (1985) spoke of the demise of the graduate progrmas in physical education as a result of the formula Specialization + Fragmentation= Extermination. He notes that the critical question is not whether or not graduate programs in physical education deserve to be eliminated, but whether we have so fragmented the body of knowledge and, in the wake of it, our professional identities, that extermination of graduate education in physical education is the most appealing managerial alternative. Hoffman suggests that there are few alternatives to survival of physical education at the graduate level short of building a solid, cross-disciplinary curriculum. This may certainly be the case with physical education at its most basic level in higher education-the basic insturction program-as well. The following will provide a program model that may help the program of the future be more eclectic-an approach that reduces fragmentation and reduces concern about extermination.

For years the profession has spoken about the physical education triangle (Figure 1). This triangle has as its base physical education programs followed by the recreational/intramural programs. The pinnacle is intercollegiate athletic programs. It is a model that is easily understood and has permeated the profession for years. Unfortunately, this model compartmentalizes the offerings of physical activity and associated programs.

***INSERT FIGURE 1 HERE

A more aceptable model is one that interfaces the programs of physical education, recreational sports, and intercollegiate athletics resulting in a program that can truly enhance the quality of one's life. This new model uses physical education as an all-encompassing term for program offerings in physical education, intercollegiate athletics, and recreational sports (Figure 2). The model recognizes the triology of Bloom's (1964) cognitive, psychomotor, and affective domains to enhance the quality of life of the program's participants-students, faculty, and administrators of the college.

Following is a description of some programs that could be offered under the regis of such a model.

What Can We Do?

Required vs Elective Physical Education. The issue of required versus elective physical education in higher education will be an agenda item for the profession for years to come. In the 1970s the basic instruction programs on many college campuses were under siege. During that period many required programs were completely eliminated and restructured as elective. If required programs were not eliminated, in many instances the requirement was reduced from what typically had been two years to something less. Today we see evidence that the elective program has not significantly changed the registration numbers in physical education. Nontheless, educators are concerned that those persons needing exposure to physical education the most are those missing the opportunity because the program is not required. Is there an answer?

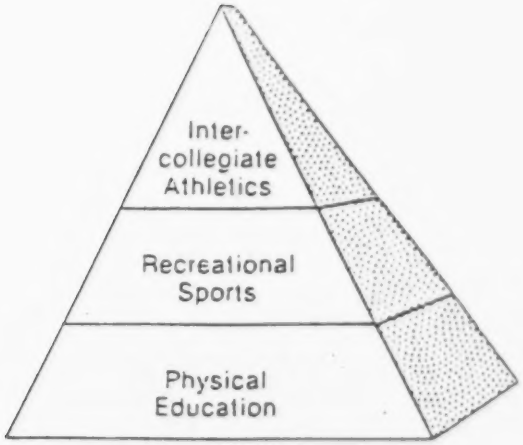

FIGURE 1. The Physical Education Triangle

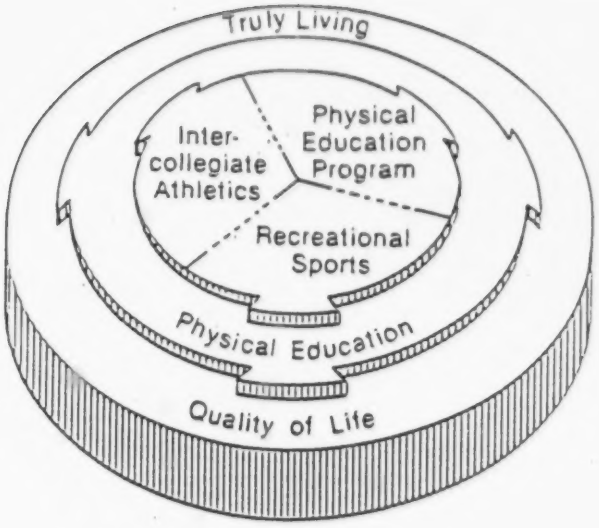

FIGURE 2. The Truly Living Model

Let's look at an issue that may be both helpful and harmful to the basic instruction program in the future. There is a group of professional physical educators who maintain that the success of the elective physical education program is contingent upon the grading system. They say that students enroll in physical education as a way to improve their grade point average with an easily achieved A or B. These people contend that numbers in physical education programs would drop drastically if the grading system were to be eliminated or changed to pass/fail. If this is true, the profession may be caught between a rock and a hard place. To acknowledge that the grading in physical eduction significantly improves enrollments is to say that to eliminate traditional grading could be the demise of the program. What alternatives exist?

Develop educationally sound physical education programs on the college campus that reflect an up-to-date mission statement, with clearly defined goals and objectives. Since one goal of higher education is to influence the quality of life positively for the student and that colleges have requirements to help meet this goal, try to make physical education part of the model and require physical education.

Grading in a required program should not be the traditional A,B,C, etc. Let the requirement state that the student must meet the physical education requirement to graduate but that the grading structure be pass/fail and therefore have no impact on grade-point-average. This grading approach eliminates grading standards questions that always exist in the mines of many academicians when comparing physical education with other disciplines such as political science or spanish.

To achieve the above would be no small task. However, if we believe that physical education truly contributes to the quality of one's life, the program should be required.

Theory Courses

A complete program of physical education for the college student must integrate the physical with the intellectual. To know how to move one's body without an understanding of why it moves as it does and what is happening to it as it moves is delimiting. If we are to affect the quality of life of our clientele, we must provide them not with just activity but a conceptual understnding of the value of movement.

The theory requirement has three purposes: (1) to introduce the student to the "why" of being a physically active person and to provide information that will encourage informed choices which will lead to an improved quality of life, (2) to provide the student with an experience which will help the student better understand his/her present life style, and (3) to give the student an opportunity to learn about prevention and care of activity related injuries and life-threatening occurences. This course could touch a variety of topics and concepts

such as fitness assessment and exercise prescription, nutrition, stress management, substance abuse, weiht control, CPR, first aid, strength training, and flexibility. While termed a theory course, it is actually an experiential offering. The course would allow for studuents to experience such a lifestyle while at the same time they are learning the concepts related to a positive lifestyle.

Individualized health related fitness programs could be designed by the student and the professor. This joint effort would entail evaluation of nutritional habits, exercise patterns, time management, etc. The course would be offered through an entire semester and not just for a few weeks as is typical of most physical education offerings. Computers and video technology could be used to enhance the implementation of such an effort as well as motivate the student.

Self-directed Programs

Take a look at what goes on in many physical education programs throughout the country. With the 1970s ushering in the "me" generation, we have seen a reduction in team sports in favor of offerings that are individual and personal. Tennis, golf, horseback riding, jogging, strength training, aerobic dance, rope skipping, and many other individual/ dual offerings have been added to the typical program. The work of Trimble and Hensley (1984) supports this observation. Repeated surveys show that physical activity is bieng used to meet the individual needs of today's students by helping them feel better and look better.

What does this mean to the profession for the future? It means that today's students are much more aware of being active in individual programs with fitness component. These activities permit participation during somewhat less than traditional hours. Skipping rope, jogging, running, swimming, and bicycling can be done when small windows of time occur during one's daily routine at school or the workplace.

The Trimble and Hensley (1984) survey of four year colleges and universities found a trend toward independent study, self-paced, self-directed programs in physical education in higher education. This study indicted that fitness courses were the most popular independent study courses. Trimble and Hensley (1985) provide a glimpse into the rationale for such courses in the following.

Many survey respondents volunteered information to explain why they had begun to offer fitness independent study courses. They pointed to research findings which sugested that more than one quarter or semester is needed to enhance the potential for an individual's adherence to a fitness program.

Independent study principles could enable students who had learned and practiced fitnes to continue fitness programs in somewhat more realistic, self-directed situations. Other respondents referred to independent study fitness courses as a "weaning process" from directed experience to a more mature self-directed pattern. They suggested it is best to have students begin a self-directed program when faculty expertise, facilities, and companions are available. In all programs about which information was volunteered, a regularly-scheduled, teacher-directed, comceptually-based fitness course was a prerequisite to an independent (primarily self-directed) course. (p. 38)

The future in programming will need to inclued an opportunity for students to self-direct their own programs. This opportunity, while under some minimal supervision, begins to set the pattern for life-long participation in activity programs that enhance the quality of life.

Racquet Sports Mini Session

An introductory course in racquet sports could be offered to the new student. This course would expose the student to badminton, tennis, racquetball, and squash with four classes of each activity. Many students have never had such activities in high school physical education. Such a course would necessitate a team teaching approach which in itself would be a new direction for many physical education programs.

Aerobic Activity Mini Session Like the racquet sports offering, this course is designed to introduce the new student to a wide range of aerobic activities. Jogging, swimming, bicycling, aerobic dance, and rope skipping are the aerobic activities presented to the student. Again, this would be team taught.

The Luncheonette

Offered to the faculty, staff, and administration during the lunch hour at various times throughout the year, this could be a series of mini programs designed to introduce this segment of our clientele to an active life-style. Jogging, strength training, racquetball, squash, swimming, and tennis could be offered.

Aerobic Motion

This program should be designed for men and women following the format of many aerobic dance-like programs. Offer it during a popular time period when most other physical education activities are deliberately not offered. This would maximize student enrollment. Aerobic activities are an important dimension of any program. Efforts need to be made to expose as many students as possible to an aerobic experience.

Health Related Fitness

Exercise/fitness programs will continue to be a major component of physical education on the college campus. However, they must be integrated with other health related matters such as weight control, nutrition, and stress management.

We need to develop strategies that will help persons participating in self-directed activity programs to stay with such programs.

Drop-out rates for persons entering activity programs must be reduced. Technology cannot be overlooked in the future for physical education on the college campuses. Computers and video technology may be the mode of instuction that keeps physical education alive on the college campus.

If we adopt a stance that improving quality of life of the participants in our programs is a prime objective, then we are faced with how to motivate people to enter our programs and stay in such programs. Dissemination of information, teaching of psycho-motor skills, and providing feedback are critical life-style enchancement programs. The computer may help with each of these dimensions.

Tenneco Inc. of Houston, Texas has developed a model corporate fitness program that may establish a pattern for educational institutions to follow with their physical education programs. The focus of the program is an "increasing awareness of and commitment to positive health habits and improving the overall quality of life" (Baun, 1983, p. 40). The objectives of the program are (1) to increase cardiovascular fitness, (2) increase knowledge of positive health habits with reduction of cardiac risk factors, and (3) to motivte participants to improve and/or maintain an optimum health standard (Baun, 1983). The computer has provided a creative approach to motivating the participants. It has been used to aid in medical and fitness testing, data management on subsequent tests, exercise logging, nutritional analysis, progress reports on weight management, and a variety of other uses including personal correspondence to participants and nonparticipants in the program.

Using computers in physical education programs can follow the same tracks as those of the Tenneco Company. In fact, computers can go well beyond the efforts at Tenneco. For example, computer programs are available that help students understand health related fitness concepts, learn strategies in many sport activities such as racquetball and tennis, provide nutritional assessment/prescription, assess physical fitness and provide exercise prescription, provide health risk appraisals, and more.

In the future students will need access to these kinds of programs from almost anywhere-on campus or off. Telecommunications/telecomputing will allow this. Here is a scenario. A student enrolls in a self-directed jogging program which permits him to work out at times that fit into his schedule such as early morning or after class. Following his exercise bout, the student could be required to give the instructor details about the workout, such as distance run, time of run, route taken, heart rate during the wokout, etc. All these data would be provided to the instructor through the computer. The student would input the data into the computer from his room on or off campus using a micro tied to a mainframe via a modem. The instructor can access these data and respond appropriately from on or off campus.

Using video technology in the physical education instruction program will be important in the future. Video programs as an instructional aid will take the place of slides, filmstripes, and movies. Students will be able to take video programs to their dorms where they can view tennis strategies to prepare for the next class. In fact strategies can be studied using the video tape and questions can be answered using the computer.

These new technologies will allow the breadth of the program to move well beyond the traditional boundaries. Students will be able to continue their programs during academic year vacation periods, summer vacations, and even when studying abroad.

Integration

Recreational Sports

A good recreational sport area is subdivided into three program aras: intramurals, sport clubs, and special programs. Within these categories are opportunities for competition in team, dual, and individual sports for men and women, practice, instruction, and competition in a formalized group of common interest activity, and participation in special activities different from traditional sport activity. The program of activities and the format for them is based upon the interests of the college community, availability of facilities, and financial considerations. It is flexible by design and nonstatic in nature.

Recreational sports fits into the physical education program. The integrated model presented earlier provides for an interfacing of basic instruction and recreational sports-specifically intramurals. The skills mastered in the basic instruction class should be put to use in the intramural program. This is not a new idea. However, to advocate it and to see it as reality are two different things.

Physical education and recreational sports should be interfaced in a planned way. Let's cite an example. Squash racquets is offered in the activity program. In a typical class there are more students than can be easily handled because of the limited available courts. Consequently, in a class scheduled for 50 minutes a student may get 30 minutes of time on the court. At the same time this basic instruction class is being offered there is an intramural squash racquets tournament scheduled. Why not encourage the students in the class to enter the squash racquets tournament--particularly the better players? If they enter the tournament, make an agreement that students not have to attend every class meeting as long as they are in the tournament. This will (1) provide for more court time for all students in the class (the tournament players get time during the tournament and the remaining students get more time during class), (2) provide competition for the better players in the class, and (3) interface the recreational sports program with the basic instruction program.

Intercollegiate Athletics

An intercollegiate athletic program should provide a positive learnig experience for the student athlete to develop physical, mental, and social characteristics. The student-athletes have the opportunity to improve their physical and mental skills in a specific sport, be involved in group dynamics and work cooperatively with others, develop self-discipline and leadership qualities, and develop a physical and mental well being which is derived from physical activity.

How can the collegiate physical education program and the intercollegiate program function in the same environment and complement each other? Here is a suggestion.

Grant credit for participation in intercollegiate athletics but not in the usual sense. The usual procedure is for student athletes to receive credit for simply being on an athletic team. This procedure has many critics. An alternative is to grant credit under a special program where the student athletes meet regularly with an instructor in physical education or some other discipline to discuss the worth of sport participation. Topics could include motivation, reward structures, interpersonal relationships, the nature of competition, and other topics that help the students understand their behavior in their sport setting. This sort of undetaking is a pefect opportunity to team teach with faculty members from other disciplines.

Summary

What is the profession of physical education going to do to see that it survives on the college campus into the next century?

Bucher (1982) states that future physical educators must:

- o provide themselves with proper credentials to establish jurdisdiction over their domain.
- o help people become responsible for their own health and fitness.
- o recognize that people will live longer and be more fit and active in the years to come.
- o provide for all persons regardless of age, skill, or disabling conditions.
- o utilize technology advances such as cable TV.
- o prepare for space and underwater living. (p. 14)

These points emphasized by Bucher are certainly important to the continuation of physical education on the college campus. We must have well-trained professionals. However, the physical educator of today must be more than the tactician of the past. Future professionals must be well schooled in the art of communication. No longer is the physical educator on the college campus just a teacher of skills.

Physical education is a discipline that is the most complete discipline in academe. It can do more than any other to enhance the quality of one's life. One not only has the chance to use his/her physical tools. Experiential opportunity in physical education (including intercollegiate athletics and recreational sports) offer the individual the chance to develop an understanding of the natural world. To achieve this, a good physical eduction program must be integrated in scope. Strict division between physical education, intercollegiate athletics, recreational sports, classroom, and the separation of clientele so that the student never mixes with the other members of a campus community must be minimized.

Perhaps the technology in computer software provides us with the ultimate model. New integrated programs that allow one to move from word processing to database management, to spreadsheeting, to telecommunications all within the same basic program is a good analogy for physical education.

The material offered in this monograph suggests that there are certain key elements that will help secure physical education on the campus well into the future. First and foremost is the development of a mission, goals, and objectives that reflect the needs of the target population - the college student. Directly related to this is the leadership necessary to determine the mission, goals, and objectives and a qualified staff to implement them. Unique program offerings utilizing computer and video technologies, separately and in combination, coupled with an emphasis on self-directed activities designed to enhance quality-of-life will be the substance of college physical education in the future. Renaming physical education on the

college campus, requiring a physical education program, a non-traditional grading structure, more integrated and innovative posited as necessary for physical education to thrive in higher education in the future.

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